

DOCUMENT TYPE	P	
ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
NUMBER	001	
		Policy Database Document Reference Number 112001P

ASSESSMENT POLICY

Purpose/ objectives	To establish the University's approach to assessment of student work.
Scope/ Application	<ul style="list-style-type: none"> • All campuses • All subjects • All staff assessing student work in subjects • All students completing assessable assignments
Policy Statement	<p>The University is responsible for defining the criteria for success at particular award levels.</p> <p>Assessment of student work must be criterion-referenced and aligned to specified learning outcomes, including graduate capabilities and the generic skills they encompass.</p> <p>Within a subject, there should be both formative and summative assessment.</p> <p>Assessment should be moderated using appropriate methods.</p> <p>Assessment should be equitable, objective and auditable and meet the needs of a diverse student population.</p> <p>All examinations should be marked anonymously and staff should avoid situations requiring them to assess a student with whom they have, or have had, a significant personal relationship.</p>
Supporting Procedures	<p>Assessment Procedures</p> <p>Examinations Procedures</p> <p>Re-Assessment of Students' Work Procedures</p> <p>Different Instances Of a Subject Procedures</p>
Responsibility for implementation	Deputy Vice-Chancellor
Responsibility for monitoring implementation and compliance	<p>Deans</p> <p>Heads of Schools</p>
Status	<p>Revised Format. Approved Academic Board August 2007.</p> <p>The implementation of the latest version of this policy supersedes all previous versions of this policy.</p>
Key stakeholders	Academic Board, Deans, Academic staff, Students
Approval Body	Academic Board August 2007

DOCUMENT TYPE	P	
ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
NUMBER	001	
		Policy Database Document Reference Number 112001P

Initiating Body or person(s)	Deputy Vice-Chancellor
Definitions	<p>Formative assessment: monitoring student progress against standards and providing them with feedback comparing their progress to the standards with a view to helping them to achieve the standards.</p> <p>Summative assessment: making judgement about student achievements against explicit standards and translating that judgement into a grade; used at the end of a subject.</p> <p>Criterion-referenced assessment: students work is assessed with reference to written criteria derived from explicit learning outcomes.</p> <p>Normative assessment: grades are awarded based on a predetermined distribution. The most common form of normative assessment assumes grades/marks are distributed according to a standard normal distribution curve. Each student's grade in the subject is determined in part by how well other students in the subject do.</p>
Related legislation	Regulation 19.1 Academic Progress of Students Regulation 21.12 Examinations and Assessment
Related Policy and other documents	<p>Academic Integrity Policy</p> <p>Student Code of Conduct</p> <p>Examinations Policy</p> <p>Different Instances of a Subject Policy</p> <p>Credit Points Policy</p> <p>Ombudsman Policy</p> <p>Policy for People with Disabilities, Mental Health Issues and/or Ongoing Medical Conditions</p> <p>Student Complaint and Grievance Handling Policy</p> <p>Responsibilities of Subject Co-ordinators Guidelines</p> <p>Subject Co-ordinators Comparability of Assessment Proforma</p> <p>Instance Comparability of Assessment Proforma</p>
Date Effective	September 2007
Next Review Date	September 2011
Keywords	Assessment; moderation; criterion-referenced; subject; learning outcomes; student work; assignment; formative; summative
Owner/Sponsor	Deputy Vice-Chancellor

DOCUMENT TYPE	P	
ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
NUMBER	001	Policy Database Document Reference Number 112001P

Author	Pro Vice-Chancellor (Curriculum and Academic Planning)
Contact person or unit	learnteach@latrobe.edu.au